them should be constructed close by. Urinals in many schools were situated far away from the class rooms. Girls should not be admitted into Boys' Schools if there was a Girls' School close by.

Every school should be provided with a large plot of ground so that every pupil learning agriculture had at least half a cent of ground for practical work.

As regards fee concessions, the member pointed out that all the members of the backward communities to whichever creed they belonged were eligible for such concessions while only ten per cent. of the forward communities were eligible for the same. The benefit given to the backward communities should be extended to the other communities as well or in the alternative the ten per cent. minimum should be fixed for Christians among the backward communities. Else, the headmaster of each school should be empowered to give the concession to the really deserving pupils. No concession need be given to students failing in any class examination for want of progress.

The member next suggested the abolition of the Pleadership Classes in the Law College as the number of Vakils was rapidly increasing. In his view, the increase in litigation in the State was due to the increase in the number of courts as well as of Vakils. If the Pleadership Classes could not be abolished, the minimum qualification for admission should be raised from a pass in the School Final Examination to a pass in the Intermediate Examination.

Lastly, Travancoreans who had taken diplomas from universities in the western countries should be provided with suitable appointments in the State so that their services might be retained for Travancore; and such men already in service should be encouraged.

DEWAN'S REPLY: Mr. Narayana Pillai, your essay has been very, very interesting, but I am afraid there is no point in it upon which I find myself able to give you categorically a pronouncement or on which I can come to a final decision here to-day. But this much I can do, and that is to commend all you say to the earnest consideration of the Director of Public Instruction.

75. Educational Reforms.

MR. MATEVAN PILLAI NILAKANTA PILLAI (*Member, Municipal Council, Colachel*) stated that the people were grateful for the large outlay on education. Although Travancore stood in the forefront among Native States in the matter of education, there was no practical utility in the education imparted, with the result that unemployment among the people was steadily increasing. That was the defect in the existing system of education. Many educated youths depended on Government service alone for their occupation. The Government could not certainly provide appointments for all educated men. The people should therefore be given such education as would give them other careers. The existing system of education blunted the intellect of the students and only made them fit for Government service. To improve the existing condition and to give greater importance to the vernacular of the State, the member made the following suggestions:—

(1) In English Schools, all subjects except English should be taught in the vernacular.

(2) Technical subjects should be taught compulsorily in all English Schools and in Vernacular Schools from class IV upward.

(3) Industries should be taught in all Primary Schools.

(4) In the curricula of studies in the college classes, more importance should be given to the vernacular and text-books on the several sciences should be translated into the vernacular.

(5) Persons possessing the highest qualifications in the Vernacular Examinations should be given appointments in all departments.

(6) Teachers in Vernacular Schools with the requisite qualifications should be given preference in the matter of appointments in English Schools.

LIBRARY ARCHIVES Kerala Legislative Assembly

(7) Teachers from grant-in-aid schools should be appointed to Government schools.

(8) Primary education should be made compulsory and at least one school accessible to all classes of people should be opened in every village.

(9) All correspondence in Government offices and the judgments and other documents in all courts should be in the vernacular.

(10) Technical schools should be opened for teaching weaving, spinning, carpentry, smithery, soap-making, candle-making, match-making, painting, agriculture and other industries.

(11) Night classes should be opened in all Primary Schools for giving instruction to the adults in the three R's.

(12) All high-paid officers in the Education Department should be required to be conversant with the vernacular.

(13) Tuition time in Primary Schools should be between 8 A. M. and 10-30 A. M., and between 3-30 P. M. and 5-30 P. M.

(14) Medical inspection of pupils in Vernacular Schools should also be conducted.

(15) Headmasters should be held responsible to see that at least 75 per cent. of the students passed in the annual examinations.

(16) The minimum qualification for admission to the Pleadership Classes should be raised.

(17) The curricula of studies in Primary Schools should be made simpler.

In all civilised countries, primary education was compulsory. The Government were not paying adequate attention to the representations made by the people for making it compulsory in Travancore also. A large and increasing expenditure was being incurred on collegiate education.

The time had come for radically revising the system of education ; and in view to prepare a revised scheme, a committee of expert educationists should be appointed and their suggestions adopted in consultation with the public.

The levy of fines for late payment of fees was very hard and should be stopped.

Lastly, the member said great difficulty was being experienced in obtaining text-books prescribed for the several classes of the Vernacular Schools from the offices of Assistant Inspectors. Books could be had only two or three months after the commencement of each school year. In view to remove the difficulty, a contractor should be entrusted with the sale of such books.

DEWAN'S REPLY : Mr. Nilakanta Pillai, you covered such a wide range of subjects that I do not know whether it will be possible for me to deal with them in detail here. In regard to the unsatisfactory arrangements that previously existed in connection with the supply of text-books, I hope that, in future, from this year forwards, the arrangements will be found to be very much more satisfactory as the Director of Public Instruction has given special attention to the matter.

You ask that the vernacular should be substituted for English, in business matters, Governmental affairs, administration of justice and, in fact, in every branch of activity in the State. I do not know to what extent everybody else sees eye to eye with you in the matter. This much alone I can assure you, that the Government will do all they can to foster the study of the vernaculars in the State so that it may not go out of use throughout the whole of the State.

You say that all fines for the late payment of fees should be abolished. I am afraid that some such disciplinary arrangement is necessary ; if not, the Government will never be able to get the fees in schools. Again what happens in Government schools will spread to private schools and we will have to face the position that our education should be free.

LIBRARY ARCHIVES Kerala Legislative Assembly

You also advocate that the Government should institute schools for the teaching of match-making. I do not think such factory industries could be easily adopted for vocational instruction. In other directions such as carpentry, I have not the slightest doubt that instruction can be appropriately and profitably developed.

76. Teachers in Grant-in-aid Vernacular Schools.

MR. KANAKKU MARTANDA PILLAI PARAMESVARAN PILLAI (*Member, Chirayinkil taluk, Group I*) said that the grants-in-aid given to the teachers in Primary Schools were very small, being only Rs. 7½ each, per mensem. The brunt of the work of imparting primary education was borne by them and they were responsible for moulding the conduct and character of the future citizens of the State. They had the same responsibility as the teachers in Government schools ; but in the matter of pay alone was there a disparity. It was wrong to believe that, in addition to the Government grants, the teachers in aided schools were being paid anything by the managers. The managers themselves had applied to the Government for enhancing the grants, as they were spending large amounts for building and equipment and stationery and could not possibly give any increase of pay to the teachers.

The members of the Legislative Council had urged upon the Government the necessity for reducing the pay of Professors of the Colleges. But the Government had replied that, on account of the increased cost of living, it would not be possible to make any reduction. On the very same ground, the pay of the grant-in-aid school teachers also needed revision. The major portion of the expenditure on education was being incurred on English Schools. In the sister State of Cochin, the grant-in-aid allowed to a teacher in a private school was 87½ per cent. of the pay of a teacher in a Government school. It was in consideration of the very onerous and responsible work of a teacher that Dr. Mitchell raised the status of English School teachers, but unfortunately the case of the Vernacular School teachers and especially that of the aided school teachers was not considered by him and they had been left in the background. The existing grants were meagre and it was absolutely necessary to enhance the rates. As regards funds, the member made the following suggestions :—

(1) The posts of Personal Assistants, newly created in several departments, should be abolished and their work attended to by the managers in the offices of the heads of those departments.

(2) Primary Schools for boys and girls should be amalgamated, by the addition of a few divisions in some classes, if necessary ; thereby the number of teachers and Assistant Inspectresses could be reduced.

(3) Headmasters of Vernacular Middle Schools should be empowered to inspect the Primary Schools, both Government and aided, in the neighbourhood and report the results to the authorities concerned. By such an arrangement, the pupils passing out of Primary Schools and seeking admission to the Middle Schools would attain a better standard of efficiency, and the number of Assistant Inspectors could also be reduced.

(4) In localities where there were both Government and grant-in-aid schools the Government schools should be closed.

(5) Manual training classes instituted in several schools was of no practical utility to the pupils and could be stopped.

(6) All text-books, note-books, copy-books, etc., should be printed in the Government Press and sold at cost price to the public as in the case of Macmillan Readers.

The savings effected by the above methods could be utilised for enhancing the grants-in-aid to Vernacular School teachers.

Another point touched upon by the member was that teachers in grant-in-aid schools had no chance of bettering their prospects. They were often not only not

LIBRARY ARCHIVES Kerala Legislative Assembly